Instruction and Assessment in Social Studies

A Resource for Mentors and Teacher Educators

EDUCATION SECTOR REFORM ASSISTANCE PROGRAM

This program is made possible through support provided by USAID/Pakistan U.S Agency for International Development, under terms of Award No. 391-A-00-03-01000-00,

FOREWORD

Education Sector Reform Assistance (ESRA) program is an initiative funded by the United States Agency for International Development (USAID) in support of the Government of Pakistan's Education Sector Reform (ESR) efforts. USAID/ESRA focuses on five key technical areas (policy and planning, professional development, adult and youth literacy, public-community/public-private partnership and information and communication technologies for education) and operates in 12 districts of Sindh and Balochistan and the Islamabad Capital Territory in over 11,000 primary schools and works with more than 30,000 teachers.

Professional Development (PD) program of USAID/ESRA is working to develop a sustainable Professional Development Infrastructure (PDI) for the government at various levels. In collaboration with local institutions and experts, PD has developed training manuals and guidebooks for teachers, head teachers and managers over the past three years and used them for training programs. This manual is part of a series of eight manuals developed to enhance professional capacity of teacher educators, and has been written by experts working in various national public and private sector institutions (see acknowledgements list for authors and institutions).

In conclusion, we would like to thank the Sindh and Balochistan Provincial Education Departments for providing their valuable feedback in preparing these manuals, and the Ministry of Education Islamabad for providing regular assistance in all USAID/ESRA programs.

USAID/ESRA Professional Development Team
March 2007

ACKNOWLEDGEMENTS

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We would also like to thank Gulshan Merchant, Howard Mould and Humaira Bokhari for initiating work on this manual; and Zakia Sarwar for finalizing the content. Our thanks also go out to Mohsin Tejani and Muhammad Yameen Burney for contributing towards the final layout and design of this manual.

USAID/ESRA Professional Development Team
March 2007

CONTENTS

TECHNIQUES FOR INSTRUCTION AND ASSESSMENT IN SOCIAL STUDIES

PURPOSE OF THE DOCUMENT

Introduction

The philosophy of teaching the subject of social studies in any nation is to prepare committed citizens who can contribute toward developing a better society in that nation and the world at large. This principle of teaching social studies is also reflected in Pakistan's national curriculum which states that, learners need to understand factors that influence their social lives as effective citizens. Further, it also suggests that students should be encouraged to explore their environment; ask questions about the social, cultural, and political issues with the help of teachers; and search for answers by engaging themselves in study of these issues inside and outside the classroom. This implies that the teachers of social studies have a particular responsibility of helping students to understand the society in which they live—to acquire knowledge, skills, and values required for becoming useful and informed citizens.

To achieve the above goal, this module will focus on techniques for instruction and assessment of social studies that will encourage the participants not only to enhance their knowledge, skills, and values about teaching of social studies, but it will also encourage them to reflect on their classroom practices, concerns, and issues that will enable them to acquire better understanding of teaching social studies effectively. The program is designed to provide a flexible framework for teaching and learning of social studies that can be easily adapted to all grade levels of primary schooling. Instructional and assessment techniques in this module reflect a shared approach to teaching and learning that is student-centered, interactive, and designed to support successful learning for all students.

Framework of Learning

This module is based on constructivist ideas about how students learn. Constructivist ideas suggest that students learn best when they first **activate background knowledge** about a topic, then **construct meaning** from new knowledge or a new skill, and finally **evaluate and apply** what they have learned in the lesson. The lessons in this module are based on these three phases of a teaching session or unit.

PHASE I: Activate Background Knowledge	PHASE II: Construct Meaning	PHASE III: Evaluate and Apply
During this phase of the lesson, the teacher helps students recall knowledge that they may relate to the new topic.	During this phase of the lesson, the teacher presents activities that introduce new knowledge or skills and help students discover what the knowledge or skills mean to them.	During this phase of the lesson, the teacher helps students think deeply about what they have learned and how to apply what they have just learned to new situations or to further learning.

PHASE 1: Activate Background Knowledge

In this phase, techniques are used to remind the students of the knowledge they already have on the topic and to encourage students to develop a real purpose for learning new information. It is also possible to show the students how social studies are connected to their own lives and the knowledge they use every day. For example, Mrs. Badar might ask Sajida what is our city, province, and country? When Sajida gives the answer, Mrs. Badar might ask Sajida to locate it on a map. This phase is an opportunity to motivate the students to be actively involved in learning new information.

PHASE 2: Construct Meaning

In this phase, the teacher engages the students in constructing meaning from new knowledge or skills presented in this lesson. Teachers encourage and support students as they find answers to questions in textbooks, questions from the teacher, and finally, as they learn to answer their own questions.

PHASE 3: Evaluate and Apply

This phase includes techniques that help the teacher and the student work together to evaluate the learning that has taken place. The strategies help the students to remember and reorganize important information, ideas, and their relationships, acquired during the lesson. This phase is enhanced if the teacher can help students connect what they have learned to their daily lives and reflect on their learning. In this phase, the teacher should also help students monitor their own learning and give students feedback on their learning.

Methodologies in each phase:

Following methodologies have been recommended for various sessions. These are: brainstorming, group work, pair and share, individual reading followed by questions, role play and case studies.

In this module, generally instructions for the trainer are given with the exercises. However, a few tips for brainstorming and small group work may be remembered as they are most frequently used methods.

The Purpose of Brainstorming:

The Brainstorming technique can be used in a variety of settings and is essentially a way to facilitate creative group thinking and decision making.

For conducting brainstorming sessions, the facilitator needs good leadership qualities. S/he must be very firm in ensuring that the format and ground rules are followed (e.g., no criticism or cross talk is allowed). In the case of decision making, the Facilitator should ensure that the decisions are seen to be that of the group, not imposed upon them by the facilitator.

Requirements:

- Clearly stated question, issue or problem.
- A group with potential to work as a team.
- A board, large sheets of newsprint, or something that can be seen easily by all, and some thick markers to write on it; and
- A facilitator. Someone whose task is to draw out the ideas from the participants, not to impose her or his own opinions, while still using leadership skills to maintain the order and purpose of the session.

The Ground Rules:

- The facilitator leads the session. However, the facilitator can choose a participant to note down the points on the white board/flipchart.
- The facilitator calls for ideas/ suggestions from the participants and writes them on the board;
- No criticism of anyone's suggestions/responses should be allowed;
- All suggestions should be recorded on the board (even the crazy ones);
- The pace must be quick. As soon as ideas seem to be drying out, the activity should be ended.
- Finally, the ideas must be categorized to put them in 'groups of similar concepts,' so that the irrelevant/crazy ones can be left out of the discussion that follows the brainstorming activity.

Small Group Exercise:

Group discussions or exercises are activities in which participants share information, experiences, knowledge, opinions, and / or ideas. It is important that the facilitator should clearly define the task through clear instructions, and the expected outcome from the group exercise. The exact time available to the group should also be conveyed. The time limit should be strictly followed to finish the modules on time. If the task is written on the board or the flip chart, the chances of ambiguity and misinterpretation are reduced.

Finally, the ideas must be categorized to put them in 'groups of similar concepts', so that the irrelevant/crazy ones can be left out of the discussion that follows the brainstorming activity.

Strengths of Small Group Exercises:

Please remember that small group techniques are used as they:

- emphasize active participation and interaction;
- are usually run by a group leader or facilitator;

- have a task, theme, or goal;
- help reach consensus or develop priorities;
- gather a range of ideas, opinions, and concerns; and
- allow the reporters to report back to the larger group, after discussion.

The Facilitator should emphasise that the group is expected to select a leader who will ensure that all the participants contribute in the discussion, no one person dominates the thinking, the time limits are observed, and the objectives of the group task are achieved.

The facilitator should go around when the groups are working/discussing something. However, the role of the facilitator is not "policing" to just walk up and down as a supervisor. The facilitator should quietly listen to what the groups are discussing, and he/she can clarify a point or give his/her own opinion on the topic, if needed.

Apart from the group leader, a member is selected as the reporter or writer and another person keeps the time. The member nominated as writer or reporter within the group notes down the points of the discussion. At the end of the discussion the group opinion is to be put on a sheet for presentation. The group decides about the presenter.

Objectives of the Module

This module is aiming to help the participants to acquire a deeper understanding of techniques of teaching social studies and what it means to be a social studies teacher in the rapidly changing society of Pakistan.

The module is aiming to achieve the following objectives:

- To enhance participants' knowledge of teaching techniques and strategies for teaching social studies to primary learners.
- To assist them to apply the instructional strategies in the classroom settings and to reflect on their own teaching practices.

.EARNING OUTCOMES

At the end of the lesson, the students will be able to:

- Identify different sources of information.
- Identity different sections of newspaper
- Develop a classroom newspaper

Class: IV

Subject: Social Studies

Topic: Sources of Information

Key words:

Information, sources of information, Newspaper

Time frame:

45 minutes

Demonstration Lesson # 1

Sindh Text Book Board, Book 4

PHASE 1:	**ACTIVATING BACKGROUND KNOWLEDGE**
Time	08 minutes
Techniques:	Brainstorming, think-pair-share, whole class discussion,
Resources:	None
Directions:	Step 1: The teacher will put the word "information" on the board, ask students to write whatever comes to their minds by reading it. Step 2: He/she will ask them to share their responses with their other group members. Step 3: He/she will initiate whole class discussion and write their responses on the board. Step 4: He/she will elicit some sources of information and write them on the black board.

PHASE 2:	**CONSTRUCTING MEANING**
Time:	25 minutes
Techniques:	Think-pair-share, small group discussion, presentation
Resources:	Old newspapers
Directions:	Step 1: The teacher will initiate the discussion with the help of the following questions: Have you ever read a newspaper? What can you find in newspaper? Step 2: He/she will divide the class into five or six groups.

Step 3: He/she will distribute old newspapers such as Kawish, Jang, Ummat, Awami Awaz among the groups and ask them to go through the newspapers and list the number of sections in different newspapers.

Students will be asked to select a piece of information they find interesting/important.

Step 4: He/she will ask students to share their findings.

PHASE 3:	**EVALUATING AND APPLYING**
Time:	13 Minutes + 4 hours spread over the week
Technique:	Project work
Resources:	Colour pencils, marker, chart papers
Directions:	Step 1: The teacher will say to the class, "We are going to prepare our own newspaper." Each group is asked to choose one section of the newspaper and prepare their section. The teacher will combine all the sections on a big sheet and display it for the other students of the school.

مہینوں میں پہنچتی تھی۔ آج کل لوگوں کو ملک کے اندر ہونے والے یا ساری دنیا میں ہونے والے واقعات سے آگاہ رکھنے کے لیے اخبارات، ریڈیو، ٹیلی وژن اور انٹرنیٹ موجود ہیں۔

اخبار

اطلاع پہنچانے کا سب سے پرانا ذریعہ اخبار ہے۔ اخبارات علاقائی، قومی اور عالمی خبریں چھاپتے ہیں۔اس کے علاوہ ان میں معلوماتی مضامین، دلچسپ خبریں اور اشتہارات بھی ہوتے ہیں۔

شکل 8.8 مختلف اخبارات کے علیحدہ حصے بچوں کے صفحات

سندھ میں اردو، سندھی، انگریزی اور گجراتی زبانوں میں کئی اخبارات شائع ہوتے ہیں۔ بعض اخبارات صبح اور بعض شام کو چھپتے ہیں۔ اتوار کے روز اکثر اخبارات خاص اشاعتیں شائع کرتے ہیں۔ کئی اخباروں میں بچوں کے لیے ہفتہ وار علیحدہ صفحات ہوتے ہیں۔ قومی دنوں اور خاص مواقع پر ضمیمے بھی شائع ہوتے ہیں۔

سرگرمی: ایک اخبار تیار کریں۔ جماعت کو چار چار بچوں کے گروپ میں تقسیم کریں اور ہر ایک گروپ کو میں اخبار کا ایک حصہ تیار کرنے کے لیے دیں۔ مثال کے طور پر ایک گروپ آپ کے اسکول کے حالیہ واقعات پر مضامین لکھے۔دوسرا گروپ تفریحی دلچسپ کہانیاں لکھے وغیرہ وغیرہ۔ جب اے گروپ اپنا اپنا کام مکمل کر لیں تو ایک بڑے کاغذ پر ان سب کو یک جا کر کے ایک اخبار شکل دیں۔ اس کو اسکول میں کسی ایسی جگہ آویزاں کر دیں جہاں دوسرے بچے اسے پڑھ سکیں۔

LEARNING OUTCOMES

At the end of the lesson, the students will be able to:

- Identify the major problems of Sindh province.
- Demonstrate their understanding of shortage of water and water logging and salinity.
- Suggest ways to save water.

Class: IV

Subject: Social Studies

Topic: Problems of our province

Key words:

Water logging and salinity, Shortage of water, irrigation, campaign

Time frame:
45 minutes

Demonstration Lesson # 2
Sindh Text Book Board, Book 4

PHASE 1:	**ACTIVATING BACKGROUND KNOWLEDGE**
Time:	5 minutes
Technique:	Brainstorming, think-pair-share, whole class discussion,
Resources:	None
Directions:	Step 1: The teacher will put the phrase "Problems of our province" on the board and ask students to write whatever comes to their minds. Step 2: He/she will ask them to share their ideas with other group members. Step 3: He/she will initiate a whole class discussion and write their response on the board. Step 4: He/she will circle shortage of water and water logging and salinity and tell students, "Today we will develop our understanding of these two problems."

PHASE 2:	**CONSTRUCTING MEANING**
Time:	30 minutes
Technique:	Think-pair-share, small group discussion, presentation
Resources:	Used calendar/sheet of papers
Directions:	Step 1: The teacher will divide the class into groups and assign them to read chapter 10, page 73 of the Social Studies textbook. Step 2: He/she will ask them to read the text and discuss in groups and prepare for presentation to answer the following questions. ➢ What is the problem? ➢ What are the reasons for that problem? ➢ How is the problem affecting us? ➢ How can we overcome on it?

	Step 3: He/she will ask them to make a presentation of the main points in the text. Step 4: After each presentation, he/she will encourage students to ask questions and give feedback to the presenting group.

Phase 3:	**Evaluating and Applying**
Time:	10 minutes + 4 hours after the class
Technique:	Project work, drawing
Resources:	Colour pencils, marker,
Directions:	Step 1: The teacher will ask the groups to prepare a campaign and to convince the public to follow it and suggest ways to save water. (Note: He/she will encourage them to prepare posters, slogans, role plays, forming a water-saving committee). Firstly, groups will share their plan and activities in the class then they will launch their campaign in the school.

میٹھے اور صاف پانی کی کمی اور زندگی کے لیے اس کی اہمیت کی وجہ سے ہمیں اچھی طرح سوچنا چاہئے کہ ہم پانی کو کس طرح استعمال کریں اور اس کو کس طرح بچایا جا سکتا ہے۔

شکل 10.2 پانی ضائع ہونے سے بچایا جارہا ہے

سرگرمی: ایک پیراگراف لکھیے کہ آپ کا معاشرہ اور حکومت پانی بچانے کے لیے کیا کر سکتی ہے۔

سیم اور تھور

ہم نے پڑھا ہے کہ زراعت کے لیے دریائے سندھ سے نہروں کے جال کے ذریعے آبپاشی کی جاتی ہے۔ لیکن یہ نہریں پختہ نہیں ہیں، جس کی وجہ سے ان سے پانی دن رات بہتا رہتا ہے۔ آہستہ آہستہ زمین میں جذب ہو جاتا ہے۔ اس طرح زمین کے نیچے پانی کی سطح بلند ہو جاتی ہے۔ زمین کے کئی معدنی نمکیات پانی میں حل ہو جاتے ہیں تو پانی نمکین یا کھارا بن جاتا ہے یہ پانی فصلوں کی جڑوں تک پہنچتا ہے تو انہیں نقصان پہنچاتا ہے۔ اکثر اوقات یہ پانی زمین کی سطح سے بھی اتنا زیادہ اوپر آجاتا ہے کہ کھیت پانی سے ڈوب جاتے ہیں اس عمل کو "سیم" کہتے ہیں۔ سورج کی دھوپ کے باعث پانی بخارات بن کر اُڑ جاتا ہے اور زمین پر نمک کی تہہ جم جاتی ہے۔ اس عمل کو "تھور" کہتے ہیں سیم

شکل 10.3 تھور زدہ زمین

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اور تھور زدہ زمین میں فصلیں نہیں اُگ سکتیں ہیں۔
سیم اور تھور کی نگرانی اور قابو پانے کے لیے کئی طریقے ہیں:

- نمکین پانی کو سمندر تک بہانے کے لیے سیم نالیاں بنائی جاتی ہیں۔
- نہروں کو سیمنٹ سے پختہ کیا جائے تا کہ پانی زمین کے اندر جذب نہ ہو۔
- ٹیوب ویل لگائے جائیں تا کہ زمین کے نیچے پانی کی سطح کم ہو جائے۔
- درخت اُگائے جائیں کیوں کہ یہ اپنی نشو ونما کے لیے پانی جذب کرتے ہیں۔
- ایسے پودے، جھاڑیاں اور گھاس اُگائی جائیں جو نمکین پانی یا تھور زدہ پانی میں اُگ سکتی ہیں۔

سرگرمی: پاکستان میں سیم اور تھور کے اثرات پر بحث کیجیے کیوں کہ پاکستان میں غذا اور صنعت کا انحصار زراعت ہیں۔

LEARNING OUTCOMES

At the end of the lesson, the students will be able to:

- Define the concept of social welfare.
- Explain the function of orphanage.
- Do something for orphans and orphanages.

Class: IV

Subject: Social Studies

Topic: Social welfare

Key words:

Social welfare, orphanage, orphan

Time frame:
45 minutes

Demonstration Lesson # 3
Sindh Text Book Board, Book 4

PHASE 1:	**ACTIVATING BACKGROUND KNOWLEDGE**
Time:	10 Minutes
Technique:	Brainstorming, think-pair-share, whole class discussion
Resources:	None
Directions:	Step 1: The teacher will write the word "Social Welfare" on the board and ask students to brainstorm on the topic. Step 2: He/she will ask students to work in groups and list some of social welfare works. Step 3: He/she will ask them to share their lists with the whole class.

PHASE 2:	**CONSTRUCTING MEANING**
Time:	20 minutes
Technique:	Think-pair-share, small group discussion, presentation
Resources:	Textbook, chart paper, markers
Directions:	Step 1: The teacher will choose orphanage for the day's learning and ask students to discuss in group what they know about it. Step 2: The teacher will ask them to share what they discuss and write key points on the board. Step 3: He/she will ask them to write any question that they might have about orphanage. Step 4: He/she will ask students to open page no. 80-81 of their books, read the section on orphanage and find an answer to their queries. They are asked to look for the following questions from the text: What services do they provide? From where do they get funds/money to run an orphanage?

PHASE 3:	**EVALUATING AND APPLYING**
Time:	15 minutes
Technique:	Presentation
Resources:	None
Directions:	Step 1: The teacher will ask the groups to share their answer with the whole class. He/she will give feedback after each presentation and encourage other groups to raise questions. **Follow up:** Step 2: He/she will make a committee of four students, and will encourage the class to donate their things for orphan children. After collection of items from students, he/she will pack them with the help of students and send them to orphanage.

گیارہواں باب

فلاحی کام

اس باب میں ہم مندرجہ ذیل کے بارے میں پڑھیں گے

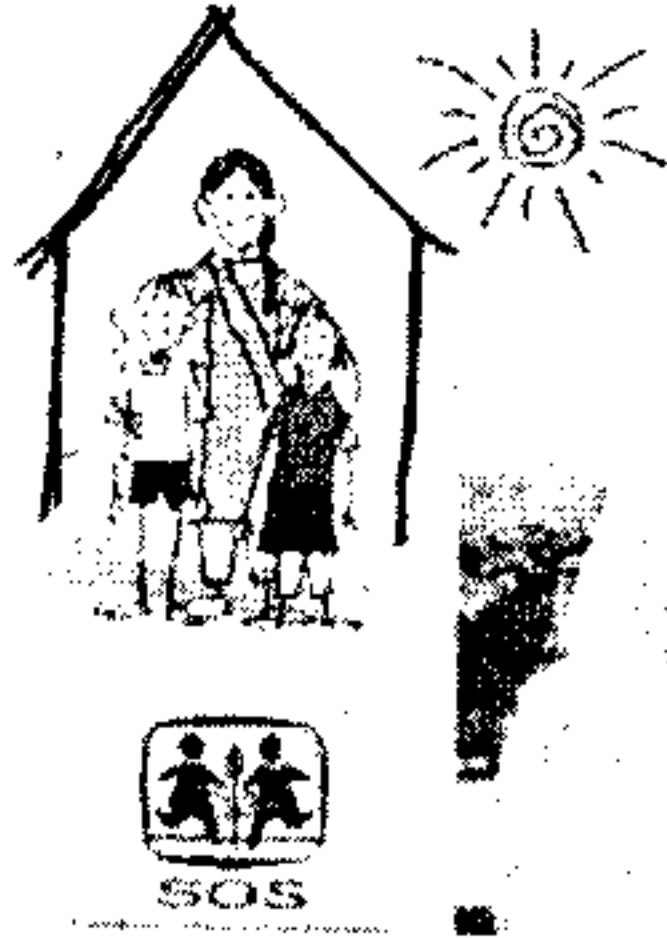
- فلاحی کام کیا ہوتا ہے
- مختلف قسم کے فلاحی کام

پاکستان ایک ترقی پذیر ملک ہے۔ اس کے عوام کی بڑی تعداد غریب ہے۔ حکومت نے ان کی فلاح و بہبود کے لیے بعض ادارے قائم کیے ہیں۔ لیکن چونکہ حکومت کے پاس وسائل محدود ہیں اور ضروریات بہت زیادہ ہیں اس لیے حکومت ان تمام ضروریات کو پورا نہیں کر سکتی ہے۔ غریبوں کی حالت دیکھتے ہوئے کئی غیر سرکاری تنظیموں (این جی اوز) اور مخیر لوگوں نے سماجی فلاحی ادارے قائم کیے ہیں۔ چند سماجی فلاحی اداروں اور ان کی خدمات کا ذیل میں تذکرہ کیا جارہا ہے۔

یتیم خانے

ایسے بہت سے بچے ہوتے ہیں جن کی والدین کا انتقال ہو چکا ہوتا ہے یا وہ ان سے بچھڑ جاتے ہیں۔ ایسے بچوں کو یتیم کہا جاتا ہے۔ ان بچوں کے لیے بہت سے گھر قائم کیے گئے ہیں۔ دو گھروں کا ذیل میں تذکرہ کیا جارہا ہے۔

ایس او ایس چلڈرنز ولیج

یتیم یا بچھڑے ہوئے بچوں کی دیکھ بھال کے لیے سب سے پہلے 1977ء میں بچوں کا ایس او ایس ولیج قائم کیا گیا تھا۔ یہ کئی گھروں پر مشتمل ہوتا ہے۔ ہر گھر میں کئی بچے ساتھ رہتے ہیں اور ایک تربیت یافتہ خاتون ان کی دیکھ بھال کرتی ہیں جو ان کی ماں کی طرح ہوتی ہے۔ کسی بھی عام خاندان کی طرح یہ ماں اور بچے مل جل کر کام کرتے ہیں۔ اپنے گھروں کی صفائی کرتے ہیں اور کھانا پکاتے ہیں۔ تمام بچے اسکول بھی جاتے ہیں۔ اس ولیج میں تمام گھرانے باہم پڑوسیوں کی طرح رہتے ہیں۔

شکل 11.1 ایس او ایس چلڈرنز ولیج ملیر کراچی

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اپنا گھر

مولانا عبدالستار ایدھی نے ایدھی فاؤنڈیشن قائم کیا ہے۔ ایدھی فاؤنڈیشن مختلف قسم کے فلاحی کاموں سے ضرورت مند افراد کی مدد کرتی ہے۔ ان کی مہیا کردہ خدمات میں یتیم اور گھر سے بھاگے ہوئے بچوں کے لیے پناہ گاہ شامل ہیں۔ ان پناہ گاہوں کو"اپنا گھر" کہتے ہیں۔ اس میں بچوں کو رہائش، کھانا، کپڑے اور تحفظ فراہم کیا جاتا ہے"اپنا گھر" پورے پاکستان میں کئی جگہوں پر ہیں۔

شکل 11.2 اپنا گھر

سرگرمی: کوئی کھلونا، لباس یا کتاب لائیں جو آپ کو واقعی اچھی لگتی ہیں۔ ان کو جمع کیجیے۔ کسی یتیم خانے کا دورہ کیجیے اور وہاں پیش کیجیے۔

LEARNING OUTCOMES

At the end of the lesson, the students will be able to:

- Describe the city and village environment.

Class: IV

Subject: Social Studies

Topic: City and village environment

Key words:

Village, city, highway, air port, population

Time frame:

45 minutes

Demonstration Lesson # 4

PHASE 1:	ACTIVATING BACKGROUND KNOWLEDGE
Time	15 minutes
Techniques:	Think-pair-share, group work
Resources:	Teacher made flash card of the questions
Directions:	**Note to the teacher:** The approach used in teaching this demonstration lesson is called anticipation guide. An anticipation guide is a strategy that forecasts the major ideas contained in a passage through the use of the statements that activate students' thoughts and opinions **(HO 1)**.

Step 1: The teacher will determine what children already know about the ideas that are presented in the text they have to learn. The teacher will use this knowledge to form some statements that will be either challenged or agreed upon by the children:

Following are examples of such statements:

- The number of houses in the cities is more than that of towns or villages.
- Airports are built inside the cities.
- Villages are built far away from the highways.
- There is less noise in the cities as compared to villages.
- There is less traffic in the cities as compared to the towns and villages.
- Villages and towns are less densely populated than cities.
- Buildings in cities are higher than the buildings in towns and villages.
- Villages are larger than cities according to a map.

Step 2: Distribute these statements as handouts to the students or present these statements to the students on a chalkboard. Ask them to write down their responses and give reasons for their responses.

Step 3: The students will be asked to defend their responses either individually or as small groups.

PHASE 2:	**CONSTRUCTING MEANING**
Time:	35 minutes
Techniques:	Group work
Resources:	Textbook, Handout 2 and 3 (Graphic Organizer)
Directions	In this phase the teacher will introduce the students to new information and construct understanding by reading a text. The teacher will ask the students to read the text. (This may be done with the text from the prescribed book.) Step 1: The teacher will ask the children to note what part of the text confirms, rejects, or elaborates on each of the statements in the anticipation guide. The teacher will ask the children to mark those parts of the text that confirm, reject, or elaborate on each of the statements in the graphic organizer **(HO 2 and 3).** Step 2: After the reading is finished, children are asked to turn to the graphic organizer and to determine whether they have changed their minds about any of the statements. Step 3: Ask them to re-write the statements they have to alter.

Handout # 2

GRAPHIC ORGANIZER

Statements	Student responses	Alternate views and ideas acquired from the text
➢ The number of houses in the cities is more than that of towns or villages. ➢ Airports are built inside the cities. ➢ Villages are built far away from the highways. ➢ There is less noise in the cities as compared to villages. ➢ There is less traffic in the cities as compared to the towns and villages. ➢ Villages and towns are less densely populated than cities. ➢ Buildings in cities are higher than the buildings in towns and villages.		

Handout # 3

BLANK GRAPHIC ORGANIZER

Statements	Student responses	Alternate views and ideas acquired from the text

PHASE 3:	EVALUATING AND APPLYING
Time	10 minutes
Techniques:	Think pair share, whole class discussion
Resources	Chart of sample questions
Directions	Step 1: After completing the two stages above the teacher will do the following assessment activities: ➢ Students should be asked to answer the questions using a book (available resources) and share their answers with a partner to discuss and correct any differences in their answers to the questions. **Sample Questions:** (Write questions matching your available materials.) Why do you think that a town has a bigger population than that of a village? What types of schools are found in the villages? What types of schools are found in the towns? What information you have gathered about a city from the text? What is your town located near, according to the map? ➢ As a whole class, the main points learned will be revised on the blackboard and a class discussion held. The blackboard should be divided into three portions bearing the headings Cities, Towns, and Villages (headings are based on your available materials). Facts learned by the students are to be recorded under these headings.

Follow up:

- Students may be asked to write a few lines on any one of the following topics (Topics will be based on your available topics.)

    Cities
    Towns
    Villages

- Students will draw/show the teacher where their city, town, and/or village is located on a map.

LEARNING OUTCOMES

At the end of the lesson, the students will be able to:

- Name some of the major source of energy.
- Explain how we can use energy sources.

Class: V

Subject: Social Studies

Topic: Sources of Energy

Key words:

Sources of energy, thermal power, hydraulic power, atomic energy, solar energy

Time frame:
45 minutes

Demonstration Lesson # 5

Sindh Text Book Board, Book 5

PHASE 1:	ACTIVATING BACKGROUND KNOWLEDGE
Time:	05 minutes
Technique:	Brainstorming, think-pair-share, whole class discussion
Resources:	None
Directions:	Step 1: The teacher will write the word "Sources of Energy" on the board and ask students to list some sources of energy. Step 2: Students are asked to share their list first with their pair and then their teacher.

PHASE 2:	CONSTRUCTING MEANING
Time:	25 minutes
Technique:	Think-pair-share, small group discussion, presentation
Resources:	Charts, marker, textbook
Directions:	Step 1: The teacher will divide the class in groups and ask them to read from the bottom of page 55 to 57 and prepare to share the information learned with the help of following questions: Read each source of energy mentioned in the chapter ➢ Name the source of energy. ➢ What is it? ➢ How can we use it? ➢ How useful is it for Pakistan?

PHASE 3:	**EVALUATION AND APPLYING**
Time:	15 minutes
Technique:	Presentation, question and answer
Resources:	None
Directions:	Step 1: The teacher will ask the groups to share their answer with the whole class in form of group presentations. Step 2: He will encourage other groups to raise questions. Step 3: Students are asked to write their key learning in their note books.

توانائی کے وسائل

ابھی ہم نے پڑھا ہے کہ تیل، گیس اور کوئلے کو توانائی پیدا کرنے کے لیے استعمال کیا جاتا ہے۔ ہمیں اپنے گھروں و روشن رکھنے، مشینوں کو چلانے اور گاڑیوں کو رواں رکھنے کے لیے توانائی کی ضرورت ہے۔ مختلف ذرائع ایسے ہیں جن کے ذریعے توانائی حاصل کی جاتی ہے۔

حرارتی توانائی (تھرمل پاور)

حرارتی توانائی کوئلہ، معدنی تیل (پیٹرولیم) یا قدرتی گیس جلا کر حرارتی توانائی حاصل کی جاتی ہے۔ بجلی پیدا کرنے کے لیے ملک میں جگہ جگہ بڑے بڑے حرارتی بجلی گھر (تھرمل پاور اسٹیشن) بنائے گئے ہیں۔

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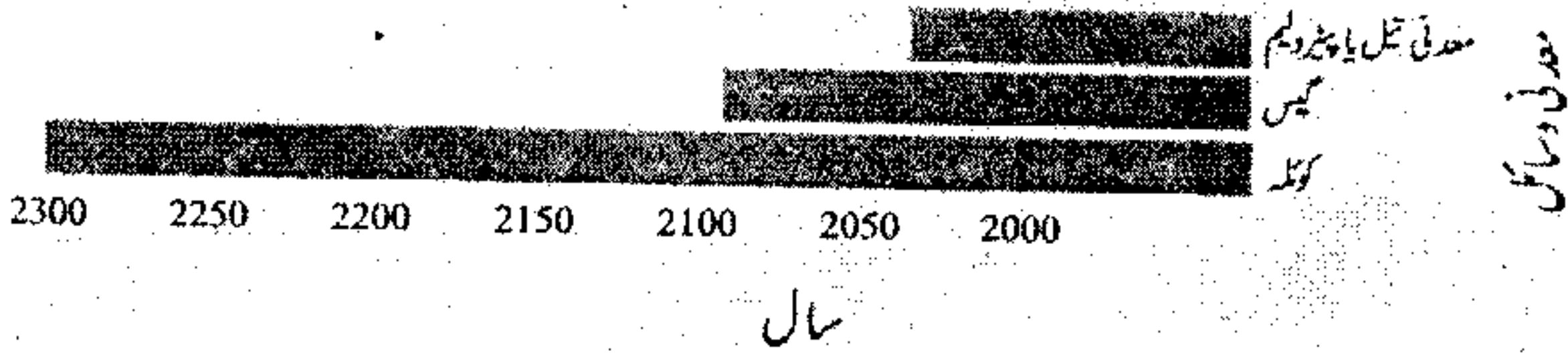
سرگرمی:

اگر ہم آج کی رفتار اور شرح سے خرچ کر رہے ہیں۔
ذیل کے بار گراف میں دکھایا گیا ہے کہ تیل گیس اور کوئلہ کے ذخائر کتنے عرصہ تک باقی رہیں گے۔ بار گراف کو غور سے دیکھیے۔ اور سوالات کے جوابات دیجیے۔

1۔ کون سا معدنی وسیلہ سب سے زیادہ طویل عرصے تک باقی رہے گا؟
2۔ کون سا معدنی وسیلہ سب سے پہلے ختم ہو جائے گا؟
3۔ قدرتی گیس کے ذخائر کس سن میں ختم ہوں گے؟

چوں کہ تیل (پٹرول) گیس اور کوئلے کے ذخائر جلد ہی ختم ہو جائیں گے۔ اس لیے ہم نے توانائی کے حصول کے متبادل ذرائع ڈھونڈنے شروع کر دیے ہیں۔

آبی برقی طاقت (ہائیڈرو الیکٹرک پاور)

آبی برقی طاقت پانی سے حاصل کی جاتی ہے لیکن کس طرح؟ آیئے ہم معلوم کرتے ہیں کہ پانی کو استعمال کر کے بجلی

شکل 7.6 تربیلا بند میں پانی کی گزرگاہ

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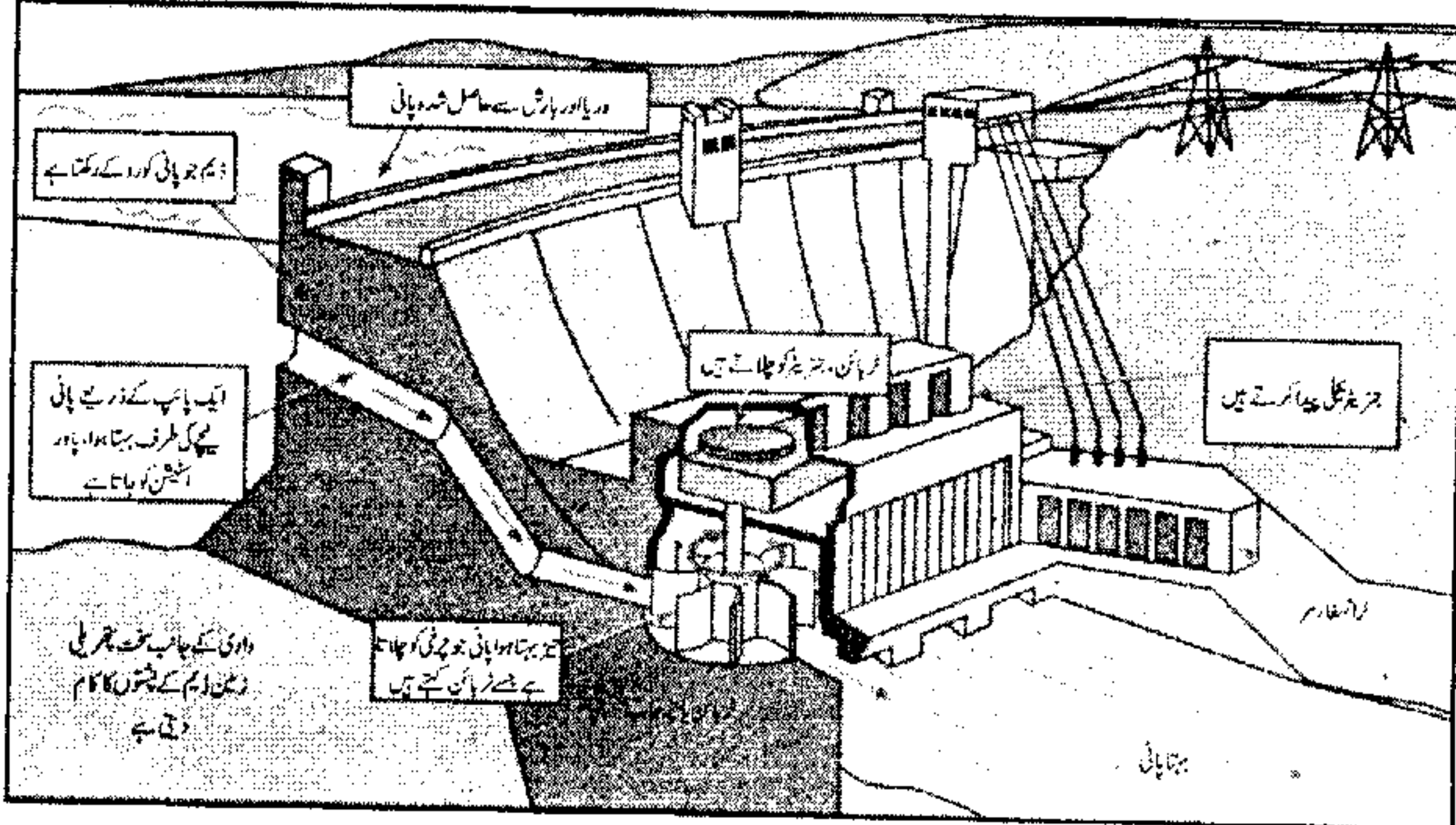
کس طرح پیدا کی جاتی ہے؟
پانی کو جمع کرنے کے لیے دریاؤں پر بند (ڈیم) بنائے جاتے ہیں۔ پھر پانی کو بہت بلندی سے نیچے گرایا جاتا ہے، جو بڑی تیزی اور قوت سے ان چرخابوں (ٹربائن) کو گھما کر بجلی پیدا کرتا ہے۔ پاکستان میں بڑے بڑے آبی برقی طاقت کے منصوبے منگلا (پنجاب) اور تربیلا اور وارسک (صوبہ سرحد) میں واقع ہیں۔ پاکستان کی نصف سے زائد بجلی پانی سے پیدا کی جاتی ہے۔

بجلی کی غیر اعلانیہ لوڈ شیڈنگ شہری پریشان

عزیز آباد، گلستان جوہر، ناظم آباد، کراچی اور فیڈرل بی ایریا میں بجلی کا بریک ڈاؤن معمول بن گیا

کے ای ایس سی کا عملہ صارفین کی شکایات پر توجہ نہیں دیتا، امتحانات کی تیاری متاثر

کراچی (قومی اخبار نیوز) گرمیوں کی آمد کے ساتھ ہی شہر میں غیر اعلانیہ لوڈ شیڈنگ کا سلسلہ شروع ہو گیا جس نے اہالیان کراچی کو شدید مشکلات سے دو چار کر دیا ہے۔ شہر میں بجلی کی غیر اعلانیہ لوڈ شیڈنگ نے شہریوں کی زندگی اجیرن کر دی جس سے گلستان جوہر
باقی صفحہ آخر کالم نمبر 5 پر

شکل 7.7 بجلی کی قلت کا اخباری تراشہ

جوہری (ایٹمی) توانائی

کیا آپ جانتے ہیں کہ ایٹم یا جوہر کیا ہوتے ہیں؟ ایٹم مادے کے انتہائی چھوٹے اجزاء ہیں جو باہم جڑ کر دنیا کی ہر شے بناتے ہیں۔ جب ایٹم باہم جڑتے ہیں یا مزید تقسیم ہوتے ہیں تو اس عمل میں حرارت خارج ہوتی ہے۔ کسی بھی ایٹمی بجلی گھر میں اس حرارت کو استعمال کرکے بجلی پیدا کی جاتی ہے۔ پاکستان میں ایٹمی بجلی گھر کراچی اور چشمہ کے مقام پر تعمیر کیے گئے ہیں۔

شمسی توانائی

سورج، شمسی توانائی کا ایک قدرتی وسیلہ ہے۔ وہ توانائی جو سورج سے حاصل ہوتی ہے شمسی توانائی کہلاتی ہے۔ ہم شمسی توانائی کو براہ راست بھی استعمال کرتے ہیں یا اسے توانائی کی دیگر شکلوں مثلاً بجلی وغیرہ میں بھی تبدیل کر سکتے ہیں۔

شکل 7.8 شمسی خانہ جو سورج کی توانائی کو بجلی میں تبدیل کرتی ہے

سرگرمی:
بعض قدرتی وسائل ایک بار استعمال کے قابل ہوتے ہیں اور انہیں دوبارہ استعمال کے قابل نہیں بنایا جا سکتا۔ اور بعض قدرتی وسائل بار بار استعمال کے قابل بنائے جا سکتے ہیں۔ دونوں قسم کے تین تین ذرائع بتائیے۔

(57)

LEARNING OUTCOMES

At the end of the lesson, the students will be able to:

- Give information about Muhammad bin Qasim.
- Write short paragraph on Muhammad bin Qasim.

Class: V

Subject: Social Studies

Topic: Muhammad Bin Qasim

Key words:

Babul Islam, Conquer

Time frame:
45 minutes

Demonstration Lesson # 6
Sindh Text Book Board, Book 5

PHASE 1: ACTIVATING BACKGROUND KNOWLEDGE

Time: 06 minutes

Technique: Brainstorming, think-pair-share,

Resources: None

Directions: Step 1: The teacher will draw three columns on the board and ask students to do so.

Know	Want to Know	Learned

Step 2: He/she will ask students whatever they know about Muhammad bin Qasim and to fill in the first column with their response.

Step 3: He/she will encourage the group to share their writing with the whole class.

PHASE 2:	**CONSTRUCTING MEANING**
Time:	25 minutes
Technique:	Think-pair-share, small group discussion,
Resources:	Charts, markers, text book
Directions:	Step 1: The teacher will ask the groups to prepare a list of questions about what they want to know about Muhammad bin Qasim. Step 2: The teacher will encourage students to share their questions with him and he/she will fill in second column on the board with the help of their questions. Step 3: He/she will ask the groups to read the text and find the answers to their questions.

PHASE 3:	**EVALUATING AND APPLYING**
Time:	12 minutes
Technique:	Whole class discussion
Resources:	None
Directions:	Step 1: The teacher will initiate the whole class discussion and ask students to share their answers. He/she will fill in the 3rd column, with facts given in the text book. Step 2: He/she will go back to list of questions and mark the remaining questions for which answers were not found in the text. He/she will encourage students to use the library or other resources to find the answer of those questions.

محمد بن قاسم

سندھ کو اسلام کا دروازہ کہتے ہیں۔ کیونکہ سب سے پہلے جنوبی ایشیا میں اسلام سندھ میں پھیلا۔ آج سے تقریباً تیرہ سو سال پہلے مسلمانوں نے سندھ فتح کیا۔ اس کے بعد مسلمان یہاں آباد ہو گئے۔

محمد بن قاسم

مسلمانوں کے یہاں آنے سے قبل سندھ میں ایک ہندو راجا داہر حکومت کرتا تھا۔ عرب کے مسلمان سوداگر تجارت کے لیے دور دور تک جاتے تھے۔ ایک مرتبہ عرب تاجروں کے خاندانوں کے لوگ اپنے مال و اسباب کے ساتھ جہاز میں لنکا (سری لنکا) سے اپنے وطن واپس جا رہے تھے۔ جب وہ دیبل (موجودہ کراچی) کے قریب سے گزرے تو یہاں کے ہندو ڈاکوؤں نے جہاز کو لوٹ لیا اور عورتوں اور بچوں کو قید کر لیا۔ یہ خبر سن کر اس وقت بصرے کے گورنر حجاج بن یوسف نے راجا داہر کو لکھا کہ وہ عورتوں اور بچوں کو چھوڑ دے اور مال واپس کر دے مگر راجا داہر نے انکار کر دیا۔ اس پر اسلامی فوج نے محمد بن قاسم کی سرکردگی میں سندھ پر حملہ کر دیا۔ محمد بن قاسم کی عمر اس وقت 17 برس کی تھی۔ اس نے راجا داہر کو شکست دی اور سندھ کی بندرگاہ دیبل پر قبضہ کر لیا۔ یہ مقام موجودہ کراچی کے قریب واقع تھا۔ اس کے بعد محمد بن قاسم آگے بڑھے اور دریائے سندھ کے کنارے بہت سے شہروں پر قبضہ کر لیا۔ راجا داہر پھر ایک فوج جمع کر کے مقابلے پر آیا مگر مسلمانوں میں جوش تھا۔ اس کے علاوہ ان کے پاس جنگی ساز و سامان اچھا تھا۔ راجا داہر کے پاس ہاتھی بہت تھے مگر وہ لڑائی میں ڈر کے بھاگنے لگے۔ اسلامی فوج نے ہندوؤں کی فوج کو بری طرح شکست دی۔ راجا داہر مارا گیا اور پورے سندھ پر مسلمانوں کا قبضہ ہو گیا۔ محمد بن قاسم کی فوجیں ملتان تک پہنچ گئیں۔

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محمد بن قاسم یہاں کچھ عرصے تک رہا، اس کے بعد اس کو واپس بلا لیا گیا۔

محمد بن قاسم نے فتح کیے ہوئے علاقوں کا انتظام بڑی خوبی سے کیا۔ اس نے دوسری انتظامی باتوں کے علاوہ ڈاک کا انتظام بھی کیا تھا۔ یہاں کے لوگوں کے ساتھ اس نے بہت اچھا برتاؤ کیا۔ ان کو پوری مذہبی آزادی دی تھی۔ وہ لوگ محمد بن قاسم سے محبت کرنے لگے جب اس کو واپس بلا لیا گیا تو یہاں کے لوگوں کو بہت افسوس ہوا اور وہ پھوٹ پھوٹ کر رونے لگے۔

سرگرمی: محمد بن قاسم کو سندھ کے لوگ کیوں پسند کرتے تھے؟

Notes to the Mentor:

To assess participants' level of understanding of the workshop:

- Ask participants to develop a similar demonstration lesson using projects to teach a science topic.
- Share the lesson with a colleague and discuss similarities and differences in their plans.
- Teach the same lesson during the field work and self assess his/her own teaching.

At the end of the session the participants will complete the Debriefing Sheet for the lesson.

Allow time to discuss the participants' questions and comments from the Debriefing Sheet using the "Think, Pair, Share" method.

- Each participant completes the Debriefing Sheet independently.
- Each participant discusses his or her Debriefing Sheet with a partner.
- Partners share their responses to the Debriefing Sheet if they choose. The facilitator should help participants to feel comfortable and should tell them to share only what they want to share, help each other answer questions, and respond to comments from each other and the facilitator.

DEBRIEFING SHEET FOR DEMONSTRATION

Note: Please follow the lesson plan and at the end of the lesson, fill this debriefing sheet to reflect on your learning.

Demo Lesson Number ________ Topic _________ Level _______

1. Please list three things you learned from this lesson:

____

____

____

____

____

2. Please list two questions you have after finishing this lesson:

____

____

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____

3. How might you adapt this lesson to fit your classroom context?

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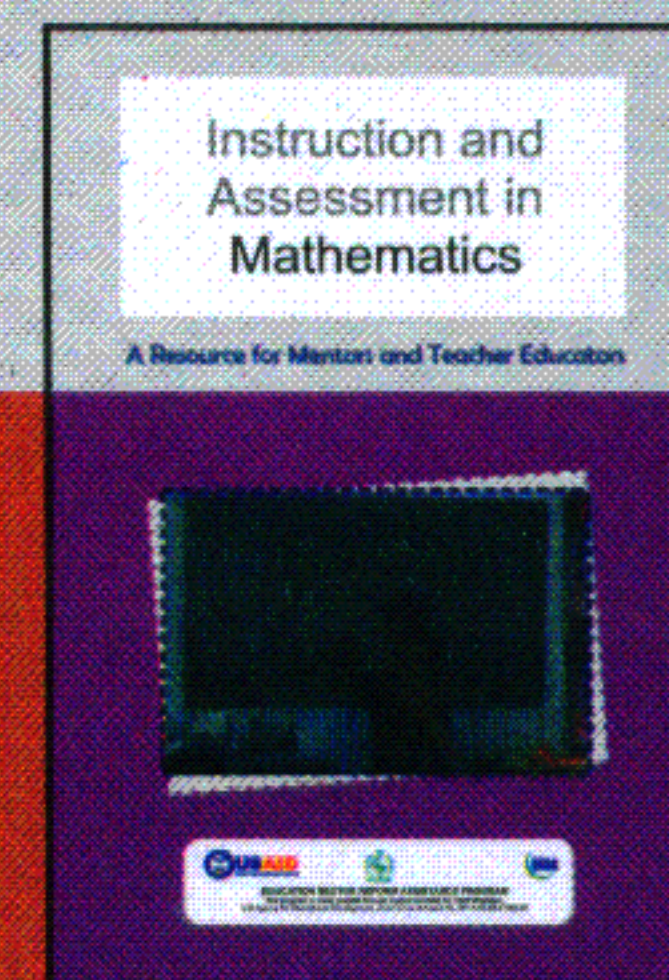
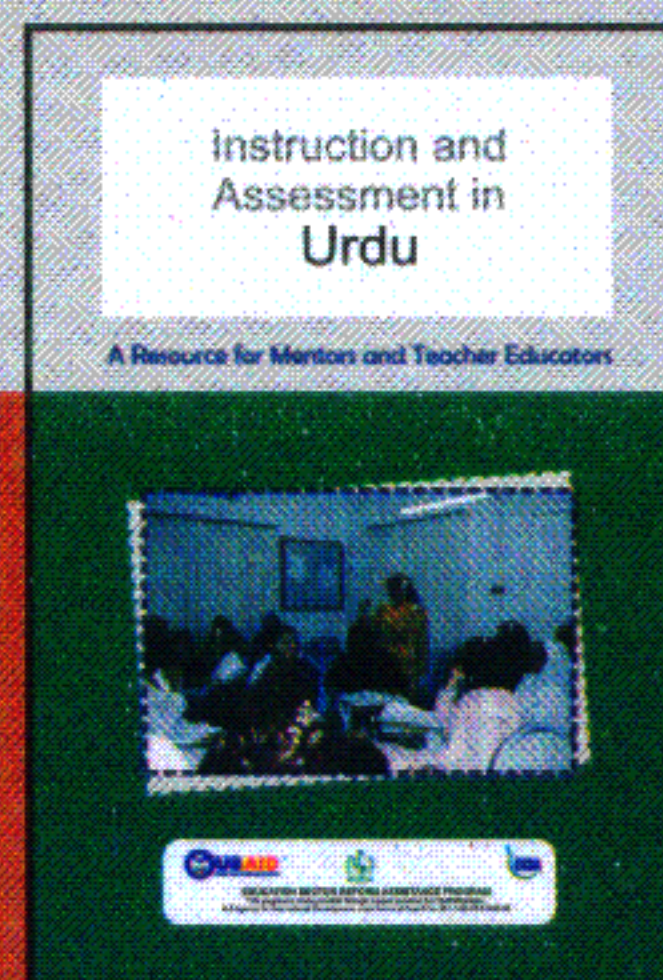
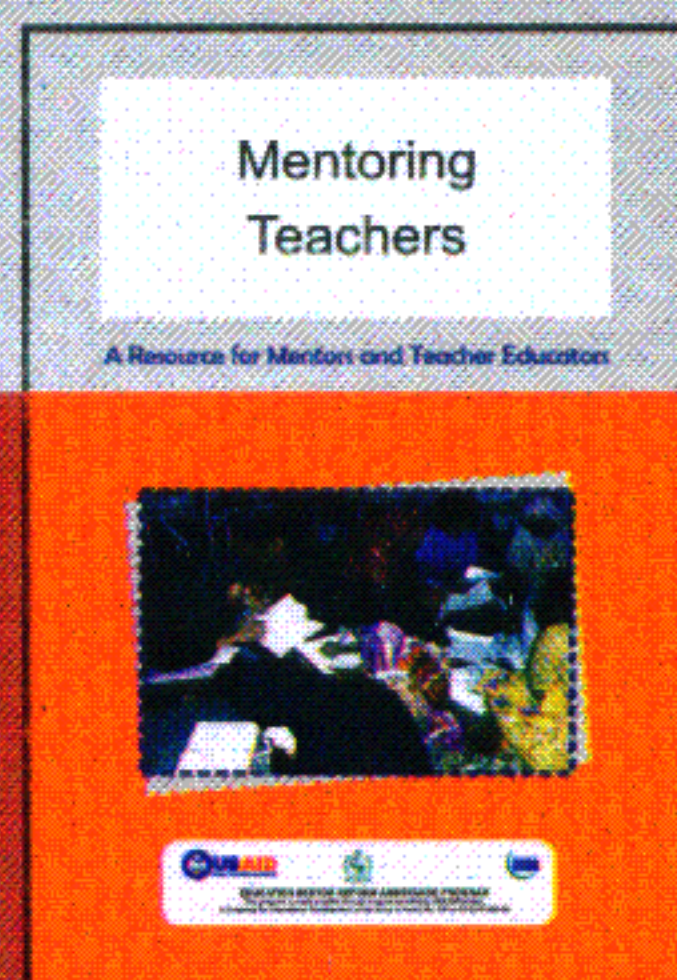
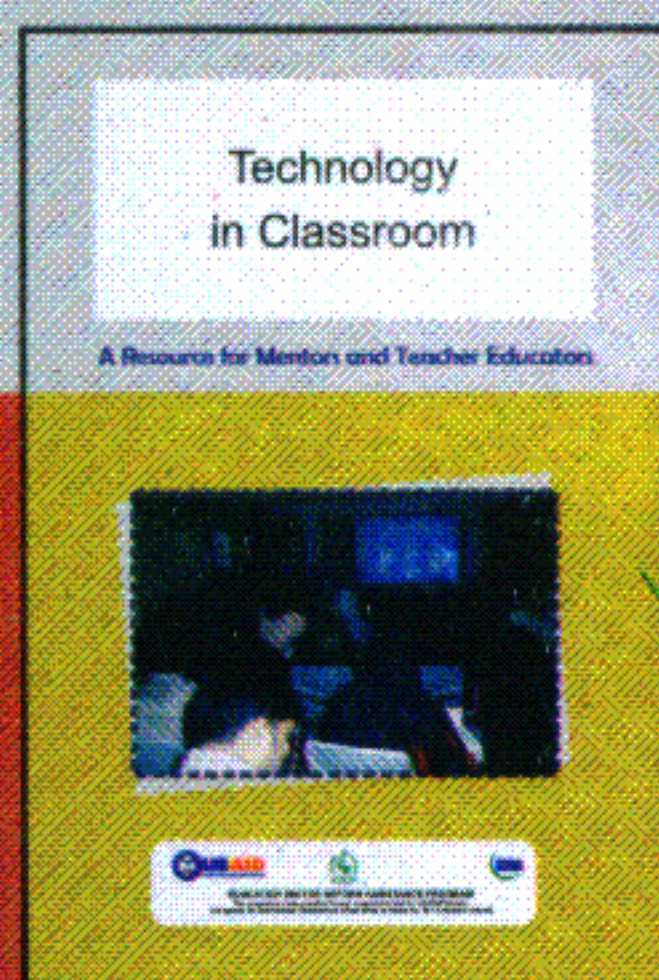
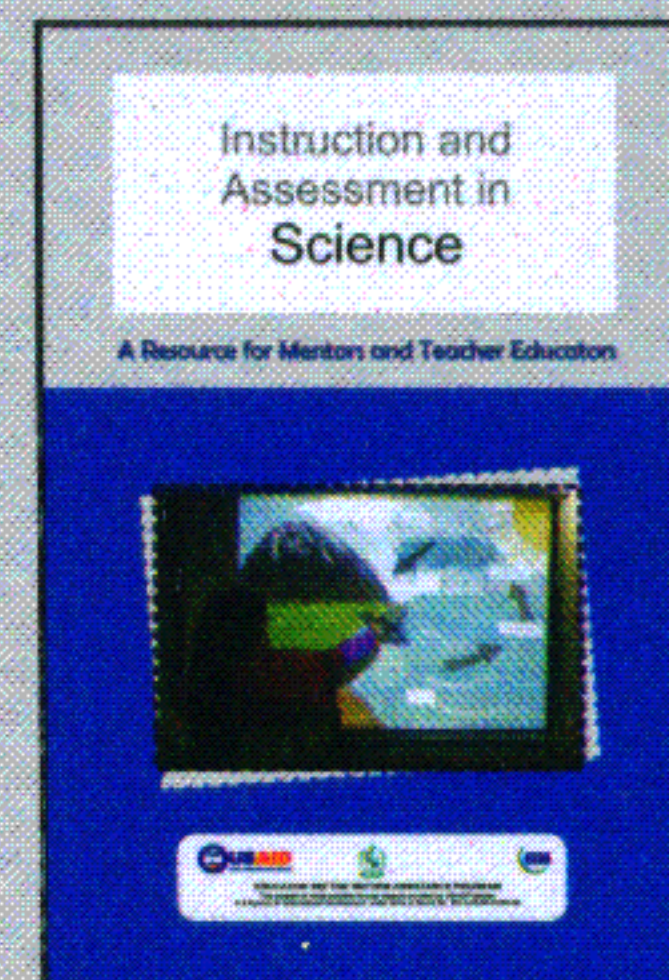
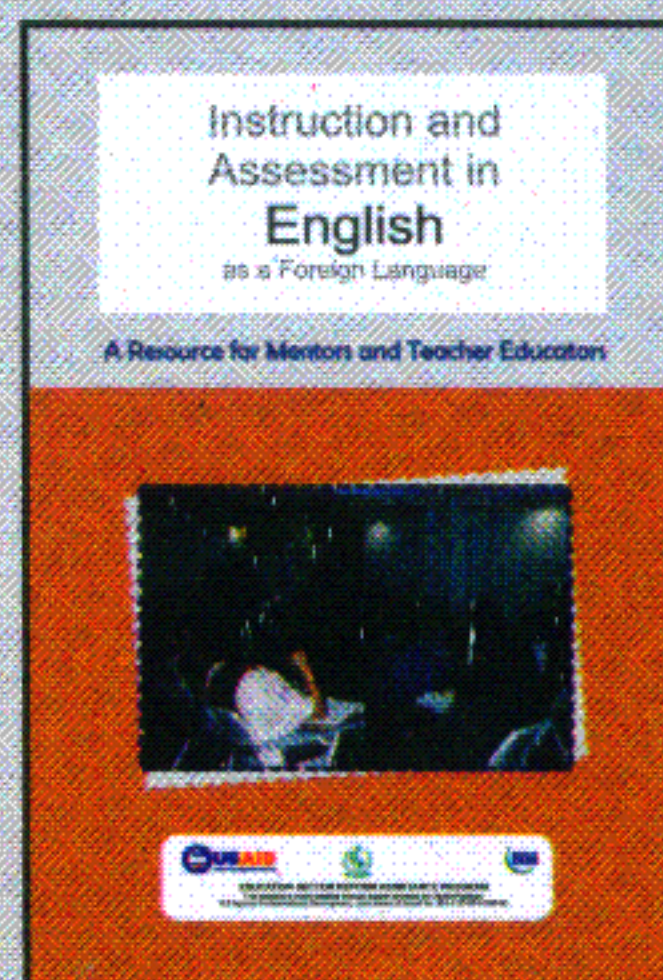
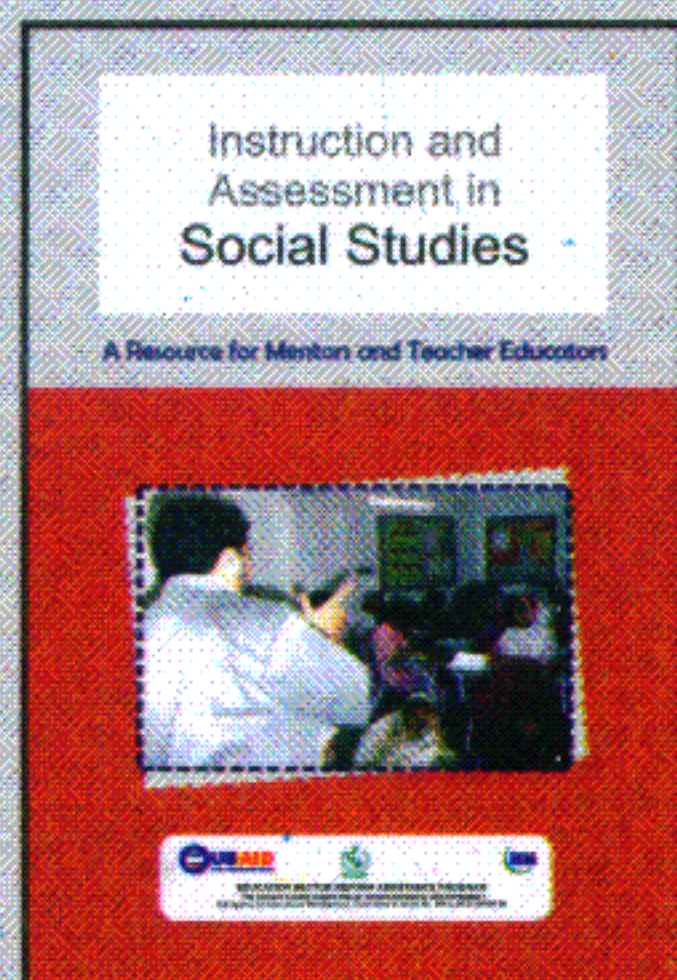
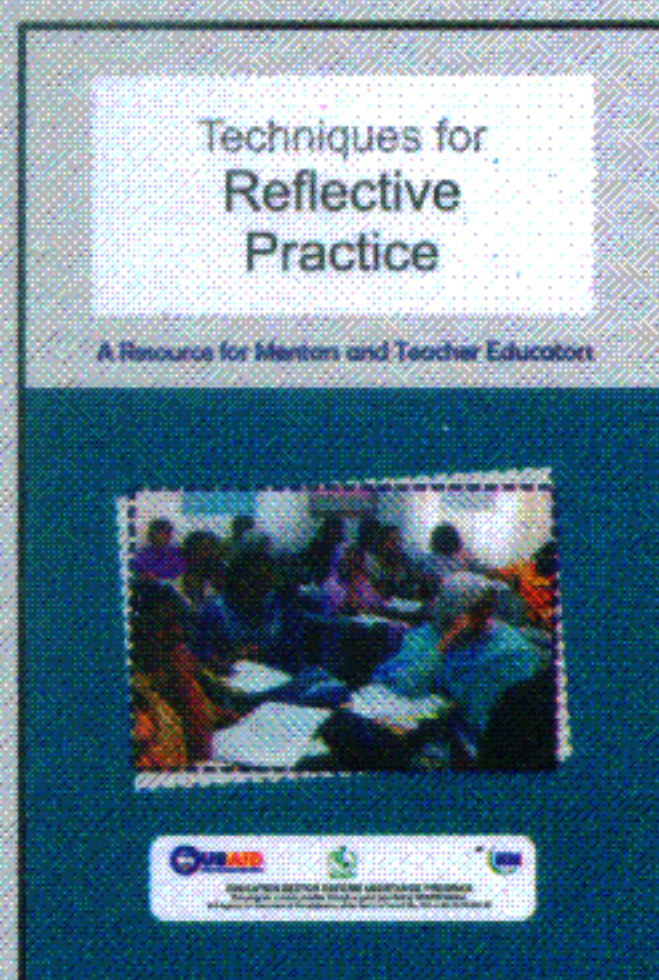
GLOSSARY

Constructivism	A theory of learning that argues that people learn best not when they listen passively to lectures or simply answer questions on readings, but when they are engaged in active learning. Constructivism suggests that students learn best when they can connect new information with their personal lives and experiences, as well as with what they already know (background knowledge); are given opportunities to make sense of new knowledge, information, or skills (construct meaning); and asked to reflect on new information learning and apply it to new situations (evaluate and apply).
Activating background knowledge	First phase of a constructivist framework for learning and teaching in which students are helped to recall what they already know about on a topic under discussion.
Constructing meaning	Second phase of a constructivist framework for learning and teaching in which students are helped to make sense of new information as they learn it.
Evaluating and applying information	Third phase of a constructivist framework for learning and teaching in which students are helped to think about what they have learned, examine, assess and evaluate new information, and/or apply it in new contexts or to new problems, issues, or topics.
Graphic Organizer	A Graphic Organizer is a visual representation of knowledge, concepts, or ideas. They are known to help engage students and relieve boredom; enhance recall of new information, concepts, and ideas; motivate students; clarify information; assist students in organizing their thoughts; and promote deep understanding.
KWL technique	The KWL strategy is a technique that helps students activate what they already know before they begin the lesson ("Know"), think about what

	they would like to know about a topic under study ("Want to Know") and then reflect on what they have learned after the lesson ("Learned").
Think Aloud	A Think Aloud involves a teacher or student "thinking out loud," talking through his or her ideas as he or she completes a task or solves a problem. This makes one's thinking visible to others so they can share, reflect on, and evaluate the thinking process.
Concept Web	The Concept Web helps students organize ideas and information, and to see similarities and differences between different ideas or different pieces of information. A Concept Web includes a word or phrase in the center with related words arranged around the central word or phrase, connected to it with lines.
Venn Diagram	A Venn Diagram helps students compare and contrast information. It can be used as a prediction technique, as a graphic organizer, or as a means for students to show what they have learned. A basic Venn Diagram has two overlapping circles. Each outside section tells how the two things being compared are different; the similarities are written in the overlapping center of the two circles.
Value-Line	The Value-Line strategy provides a way for students to think about and express opinions about a subject. A Value Line presents opposite responses to a new idea or issue (such as "Agree" and "Disagree" or "Yes" and "No") and asks students to take a stand somewhere between the two extremes.
Anticipation Guides	Anticipation Guides are tools teachers use to activate background knowledge and to engage students' interest by encouraging them to "anticipate" what they will learn in the lesson. There are many kinds of Anticipation Guides, which help students prepare their minds for new ideas and concepts.
Classification	Classification helps students approach new problems and issues. Classification teaches students to use a set of criteria to organize new information, concepts, and ideas.

Inquiry	Inquiry is a strategy in which students conduct independent research about a topic. They may use a variety of sources: the Internet (if available), encyclopedias, books or magazines, or even short pieces of text written by the teacher. Before the students begin their Inquiry, the teacher helps them determine two to four questions that they will answer with their research. What is important about Inquiry activities is that the teacher helps students set it up, but then the students do their own investigations while the teacher monitors their progress and offers support as needed.
Jigsaw	A Jigsaw activity is performed with students formed into groups. Questions or topics are posed and each group sets about gathering information on a subset of questions or topics; in this way, each group becomes the "Expert Group" for its subset. Once each group has gathered information, they share their information with the rest of the class. Depending on the classroom context and the teacher's preference, each Expert Group can share its knowledge in a variety of ways.
Think, Pair, Share	Think, Pair, Share is a way for members of a large group to first think independently about an idea, then share with one other person in a quiet conversation, and then hold a large-group discussion. In this way, people can be made comfortable developing their ideas first alone, then with a trusted partner, and finally sharing them with a whole group.

This manual is part of a series of eight manuals, developed to enhance the professional capacity of mentors and teacher educators. The series has been written by a team of national and international experts working in various public and private sector institutions. These manuals have been developed by the Professional Development Component of USAID/ESRA.

Cover designed by :
Educational Resource Development Centre
www.erdconline.com

Printed by: Impect Art, Cell: 0300-9256927 **5927**

Education Sector Reform Assistance (ESRA) is a US$ 83 million U.S. Agency for International Development (USAID) funded program that supports the Government of Pakistan's (GOP) Education Sector Reforms initiative. The program's objective is to provide the knowledge, training, and infrastructure necessary to help officials and concerned stakeholders develop high quality education programs for girls and boys in target areas in Pakistan. Operating under a bilateral agreement between the Governments of Pakistan and the United States of America, USAID/ESRA is organized through national and international partners, led by Research Triangle Institute International, North Carolina, USA.

The program supports five of the seven principal ESR objectives outlined in the GOP's strategy. These components are Policy and Planning, Professional Development of Teachers and Education Managers, Youth and Adult Literacy, Public Community-Public Private Partnerships, and ESRA Plus (Information and Communication Technology in Education). Each component focuses on providing service delivery for capacity building, educational services, strengthening of systems at local, district, provincial, and federal levels and recommending policies to the government to embed reforms within the system. All interventions are collectively reinforcing and eventually converge on school improvement in twelve districts of Sindh and Balochistan provinces of Pakistan as well as in the Islamabad Capital Territories.

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